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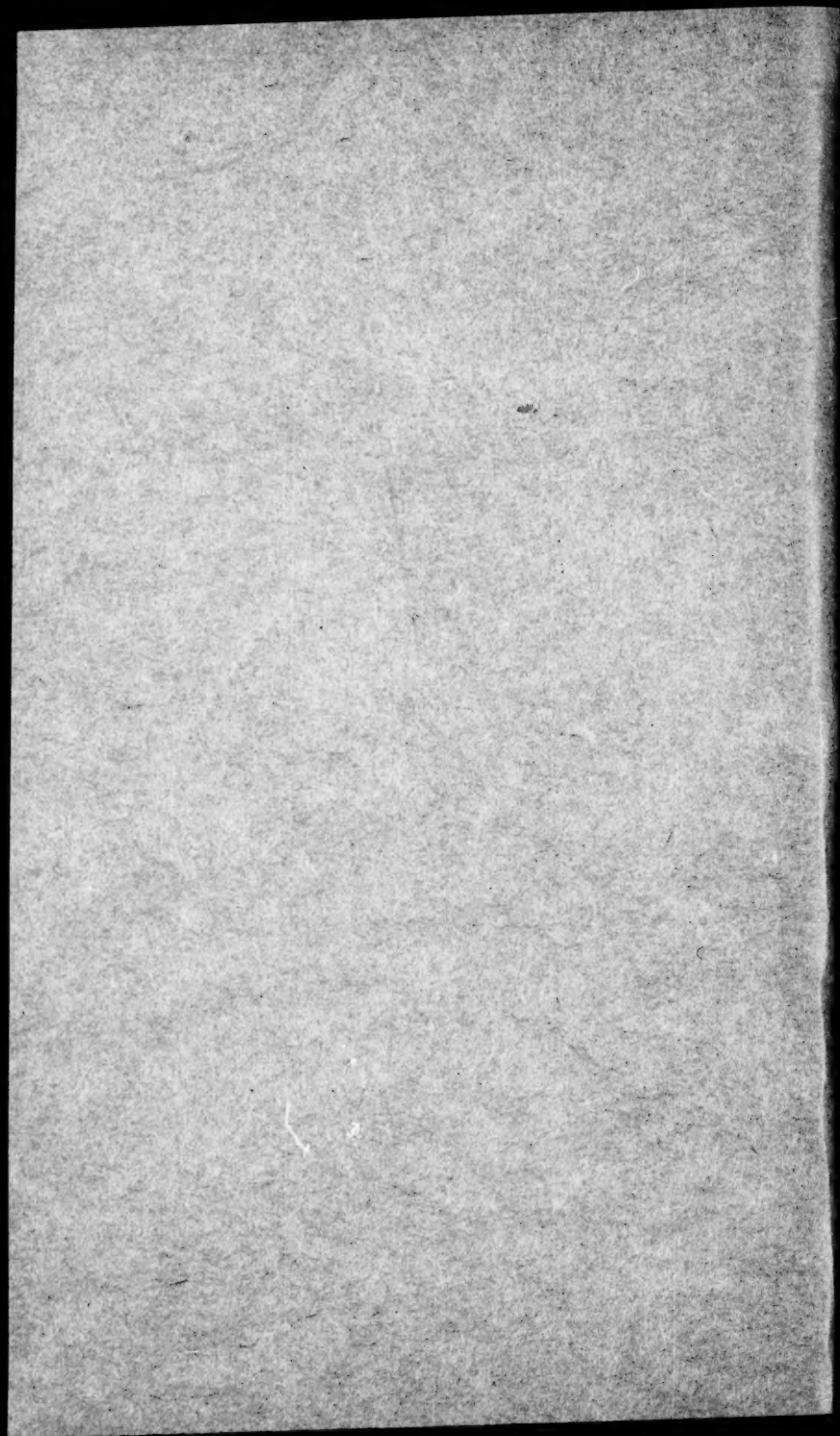
Bulletin Number 32

Diploma Practices in Secondary Schools

**The Department of Secondary-School Principals
of the National Education Association**

H. V. CHURCH, Executive Secretary

3129 Wenonah Avenue, Berwyn, Illinois



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All communications for secondary-school administration abstract service should be directed to H. V. Church, 3129 Wenonah Avenue, Berwyn, Illinois; J. Sterling Morton High School, Cicero, Illinois, Executive Secretary of the Department of Secondary-School Principals of the National Education Association.

These abstracts are free to all members of the Department of Secondary-School Principals of the National Education Association.

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Diploma Practices in Secondary Schools

Report of the Committee on Standard Forms of the Department of Secondary-School Principals of the National Education Association.* R. R. Cook, Principal Theodore Roosevelt High School, Des Moines, Ia., Chairman, F. J. DuFrain, Principal Senior High School, Pontiac, Mich., W. C. Reavis, Professor of Education, University of Chicago, H. V. Church, Superintendent J. Sterling Morton Secondary Schools, Cicero, Ill.

Approximately a half million diplomas were awarded to the graduates of secondary schools in the United States last year. Despite the importance of the problem, professional literature contains virtually no information regarding practices with respect to diplomas. Considerable dissatisfaction has been expressed with some phases of the diploma problem. It is therefore the purpose of this report to present factual material which will help to clarify the situation with respect to diploma practices and furnish a basis for the intelligent solution of the problems involved.

Sources of the data.—The data for this study were secured by mailing five hundred inquiry blanks to members of the Department of Secondary-School Principals. The principals to whom inquiry blanks were sent were selected from the last Directory of the Department. In order to obtain a fair sampling of the secondary schools the inquiry blanks were apportioned to the different states in so far as possible on the basis of the secondary-school population of each state. Table I shows the number of inquiry blanks sent to each state and also the number and percentage of replies received from each state up to the time the tabulation of the data was begun. Twenty inquiry blanks have been received since that time but are not included in the various tabulations. The total returns from the 500 inquiry blanks were 320, or 64.0 per cent.

Classification of data.—The diplomas were classified according to the enrolment of the schools from which they were received. It was found that the replies were rather evenly distributed when the schools were classified into seven enrolment groups. Table II shows the classification of schools according to enrolment groups and the number and percentage of schools in each group.

The principals were requested to include a diploma with the blank or if that were not possible to include a copy giving the exact wording of the diploma. Table III shows the number of diplomas that were received for each group of schools. It is to be noted that the number of inquiry blanks returned with neither a diploma nor a copy of the wording was relatively small.

*The report was prepared for the committee by W. C. Reavis and Leonard C. Lund.

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TABLE I
Distribution of Inquiry Blanks by States and the Number and Percentage of
Returns for Each State

State	Number Sent	Returned	
		Number	Per Cent
Alabama	5	5	100.0
Arizona	4	2	50.0
Arkansas	3	3	100.0
California	45	21	46.6
Colorado	9	8	88.8
Connecticut	5	4	80.0
Delaware	2	1	50.0
Florida	3	1	33.3
Georgia	4	3	75.0
Idaho	3	1	33.3
Illinois	32	26	81.2
Indiana	23	14	60.8
Iowa	24	16	66.6
Kansas	19	12	63.1
Kentucky	10	6	60.0
Louisiana	7	3	42.8
Maine	7	4	57.1
Maryland	3	3	100.0
Massachusetts	12	6	50.0
Michigan	18	13	72.2
Minnesota	18	8	44.4
Mississippi	1	1	100.0
Missouri	20	14	70.0
Montana	4	3	75.0
Nebraska	9	5	55.5
Nevada	1	0	00.0
New Hampshire	3	1	33.3
New Jersey	8	4	50.0
New York	21	10	47.6
North Carolina	7	3	42.8
North Dakota	4	0	00.0
Ohio	36	22	61.1
Oklahoma	13	5	38.4
Oregon	6	3	50.0
Pennsylvania	35	23	65.7
Rhode Island	2	2	100.0
South Carolina	3	1	33.3
South Dakota	7	3	42.8
Tennessee	7	3	42.8
Texas	14	11	78.5
Utah	2	1	50.0
Vermont	2	2	100.0
Virginia	9	3	33.3
Washington	10	7	70.0
West Virginia	5	3	60.0
Wisconsin	12	8	66.6
Wyoming	2	1	50.0
Washington, D. C.	1	1	100.0
Total	500	300	60.0

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TABLE II
Distribution of Schools According to Pupil Enrolment

Enrolment Group	Number of Schools	Per Cent
I (0-250)	28	9.3
II (251-500)	51	17.0
III (501-750)	55	18.3
IV (751-1000)	35	11.7
V (1001-1500)	50	16.7
VI (1501-2000)	39	13.0
VII (over 2000)	42	14.0
Total	300	100.0

TABLE III
Number and Percentage of Diplomas and Transcripts Received

Enrolment Group	Number of Schools	Diplomas Received		Transcripts Received	
		Number	Per Cent	Number	Per Cent
I	28	13	46.4	7	25.0
II	51	24	47.0	12	23.5
III	55	33	60.0	7	12.7
IV	35	21	60.0	6	17.1
V	50	35	70.0	6	12.0
VI	39	22	56.4	9	23.0
VII	42	27	64.2	7	16.6
Total	300	175	58.3	54	18.0

The Schools Studied.—In order to give a clear idea of the sample group of schools included in this study an effort was made to determine certain specific items in regard to these schools. It was considered important to learn in what agencies the schools were accredited. The reason for this is obvious, inasmuch as accredited schools as a rule represent the better type of secondary schools. The fact that certain practices are prevalent is no guarantee that they are correct, but it is obvious that an analysis of the diplomas granted by the better schools will give a better indication of desirable practices than a similar analysis of inferior schools.

Several accrediting agencies were placed on the inquiry blank and the principals were asked to check the agencies in which their schools were accredited. Since only the larger and best known associations were listed a blank space was provided in which the name of any other association might be written. The replies to this question were tabulated and are given in Table IV.

Many of the schools are accredited in more than one association and as all of the schools were tabulated for each association the total is much greater than the number of schools reporting. It is not the purpose of the table to indicate by a quantitative measure which agencies best represent the schools included in this study but rather to give the reader

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a general idea of the types of schools represented. However, the table shows that 166, or over one-half of the schools studied, are members of the North Central Association. As it is generally conceded that the standards of this association are unusually high the conclusion can be safely drawn that the data for this study were procured for the most part from secondary schools of a high type. Probably a better indication of the validity of this conclusion can be obtained when it is noted that only two schools were reported as unaccredited, one in Group I and the other in Group IV.

TABLE IV
Number of Schools Accredited in Various Accrediting Agencies

Enrolment Group	Accrediting Agency								
	North Central Assoc.	South- ern Assoc.	State Assoc.	State University	State Dept. of Education	Middle Atlantic States and Maryland	New England Assoc.	North west Assoc.	Not Accredited
I	10	2	5	13	18	0	1	1	1
II	30	7	8	22	25	1	3	0	0
III	33	5	11	26	30	4	2	2	0
IV	23	4	7	13	22	2	3	1	1
V	28	8	8	23	26	6	3	1	0
VI	21	7	8	18	24	5	1	2	0
VII	21	6	7	18	20	5	2	3	0
Total	166	39	54	133	165	23	15	10	2

Number of diplomas issued.—Even though only a small number of diplomas were granted by secondary schools the problem might still be considered an important one for study. The diploma has a sound justification in psychological principles of recognition and reward. It represents more to the recipient than a school form on which certain signatures have been written. It furnishes objective evidence of the fulfilment of certain specific requirements—it is a concrete symbol of achievement.

The principals to whom the inquiry blanks were sent were asked to report the number of diplomas granted by their schools during one entire year. That year was specified as the school year of 1928-29. The replies to this question were tabulated according to the different enrolment groups and the mean number of diplomas was calculated for each group and for the total of the combined groups. The results of these calculations are presented in Table V.

Table V shows that the mean number of diplomas issued in the school year 1928-29 increases consistently with each larger enrolment group of schools. In that year the schools of Group VII issued an average of over 400 diplomas per school. For the entire group the mean is 178.3 diplomas.

The routine details of determining the form of diploma, selecting the material, placing the order, inscribing the names of the pupils, and obtaining the signatures of the school officers becomes a problem of some consequence. The total expenditure of money for the 53,493 diplomas

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TABLE V
Number of Diplomas Granted, with Mean and Range of Each Group

Enrolment Group	Number	Mean	Range
I	818	29.2	11- 64
II	3448	67.6	28- 165
III	6116	111.2	29- 183
IV	5089	145.4	36- 251
V	10035	200.7	42- 450
VI	11061	283.6	75- 478
VII	16926	403.0	186-1094
Total	53493	178.3	11-1094

issued in one year by the schools included in this study is of significance. Probably of even greater importance is the amount of time devoted to the details of administration connected with these diplomas.

STANDARDIZATION OF THE DIPLOMA

One of the recent trends in secondary education has been toward the adoption of a uniform system of records and reports. A diploma is, in reality, neither a record nor a report; it might better be classified as a document. The reasons for the standardization of forms used in the administration of secondary schools may or may not apply to diplomas.

There are two aspects of standardization of secondary-school diplomas. The first takes into consideration the degree of standardization of diplomas issued by different school systems throughout the country. The relative similarity, or lack of similarity, will be evident as data are presented on specific items. The second phase of standardization, which will now be considered, relates to the similarity of diplomas issued each succeeding year by the same school system. Related to this latter problem is that of single schools issuing more than one type of diploma.

By means of the inquiry blank the three hundred principals were asked whether the same form of diploma was used from year to year or whether a different form was selected each year. Two hundred and ninety-five replies on this question were received and tabulated. The results are presented in Table VI. The two hundred and eighty-four affirmative answers to this question seem to indicate beyond doubt that the practice of using the same form of diploma from year to year is well established. It is to be noted that the eleven negative replies were rather evenly distributed between the different groups. Therefore, one might expect to find the same form of diploma used each year in a small school as well as in a large one.

Merely to state that the diploma is standard is not sufficient as the question at once arises as to the number of years that this standardization has been in effect. The principals were asked to state the number of years that the diploma has been standard. The replies were tabulated and the mean number of years was calculated for each group and for the total of the combined groups. These results are given in Table VII.

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Considerable variation exists in the different groups. The mean for Group I is five years, while for Group VII it is eleven years. This would indicate that in the larger schools the diploma has been standard for a greater number of years than in the smaller schools. The table shows that, for the schools included in the study, the diploma has been standardized for an average period of ten years. The smaller schools tend to change diplomas more frequently than the larger ones, as the mean increases in each larger enrolment group save the fourth and fifth which decrease slightly.

TABLE VI
Number of Schools in which the Diploma is Standard

Enrolment Group	Number Standard	Number Not Standard
I	26	2
II	48	2
III	52	2
IV	35	0
V	45	3
VI	37	1
VII	41	1
Total	284	11

The ranges shown in Table VII are perhaps more illuminating than the means. It is to be noted that one year represents the lower end of the range in every group except the first. These low figures might be accounted for by the fact that the diploma has just been

TABLE VII
Number of Years the Diploma has been Standard

Enrolment Group	Schools Reporting	Mean	Range
I	23	6.5	2-18
II	40	8.5	1-25
III	44	10.6	1-50
IV	31	10.5	1-30
V	42	9.5	1-30
VI	29	12.8	1-50
VII	26	14.3	1-55
Total	235	10.3	1-55

standardized or that a change in the form has just been effected. However, when the upper end of the range is considered a wide variation between groups is at once apparent. The maximum number of years of standardization for the schools in Group I is eighteen years while in Group VII it is fifty-five. Three possible explanations, equally valid, might account for this variation. The first is that the smaller schools have not been in existence as long as the larger schools and therefore have not had sufficient time to establish a long period of standardization.

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The second is that changes are more readily made in smaller schools than in larger schools due to less inertia to be overcome in making the change. The third is the fact that in smaller schools a change in administrative personnel is more frequent than in the larger schools. Eikenberry's study¹ showed the average length of tenure of high-school principals to be less than two years in schools enrolling fewer than 300 pupils while in schools having more than 2,000 pupils the average tenure was 6.8 years.

Many of the high schools included in this study are members of large city systems which are made up of more than one secondary school in addition to the junior high schools and the elementary schools. An attempt was made to determine the degree of standardization of diplomas that exists between high schools belonging to the same system. Each principal to whom an inquiry blank was sent was asked to indicate whether the same form of diploma was used in all the high schools of the system, if his high school were a member of such a system. The replies were tabulated and are shown in Table VIII.

TABLE VIII

Number and Percentage of Schools in Which the Diploma is Standard for the Whole School System

Enrolment Group	Number Reporting	Diploma Standard For Whole System		Diploma Not Standard For Whole System	
		Number	Per Cent	Number	Per Cent
I	2	2	100.0	0	00.0
II	10	7	70.0	3	30.0
III	13	11	84.6	2	15.4
IV	13	12	92.3	1	7.7
V	20	18	90.0	2	10.0
VI	24	19	79.1	5	20.9
VII	24	22	91.6	2	8.4
Total	106	91	85.8	15	14.2

It should be noted that the number of schools reporting standard diplomas for high schools of the same system increases steadily from Group I to Group VII. The reason for this is found in the fact that a large school is more likely to be a member of a school system including more than one secondary school than is a small school. In fact one of the reasons why communities build more than one high school is because the first one becomes so large that it is more convenient to build another than to enlarge the old one. Of the 106 schools reporting on this question 91, or 85.8 per cent, reported standardization while only fifteen reported the diploma as not being standard for the whole system. It is not surprising that such a great majority of school systems are standard in this respect; in fact, it is rather difficult to conceive of different schools under a single system of organization using individual forms for their diplomas.

¹D. H. Eikenberry, *Status of the High-School Principal*. Bureau of Education Bulletin, No. 24. Washington: Government Printing Office, 1926. Pp. 31.

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Different kinds of diplomas granted by the same school. Not very many years ago the course of study offered by a secondary school in the United States consisted of only one sequence of studies which was offered to all pupils no matter how varied their abilities and objectives might be. Then came a period during which the curriculum was enlarged and varied until now in some of the larger high schools a pupil may pursue any one of a number of totally different courses of study. This enrichment of the curriculum has provoked the question of differentiation in diplomas so as to make clear which course of study has been pursued by the graduate during the period of his secondary education. Some school authorities have solved this problem by leaving a blank space on the diploma form in which can be written the name of the course that the graduate has pursued. Others have provided altogether different forms of diplomas corresponding to the course of study pursued.

Data for the foregoing item were obtained only with regard to the different forms of diplomas used—the diploma which merely provided for a space in which was written the course name was not considered to be of a different kind. The principals were asked to indicate whether more than one kind of diploma was granted. The replies were tabulated and the results are presented in Table IX.

TABLE IX
Number and Percentage of Schools that Grant More Than One Kind of Diploma

Enrolment Group	Schools	
	Number	Per Cent
I	2	7.1
II	9	17.7
III	10	18.2
IV	1	2.8
V	13	26.0
VI	8	20.5
VII	9	21.4
Total	52	17.3

Evidently the number of schools which grant more than one kind of diploma are in the minority. Of the two hundred ninety schools reporting on this question, only fifty-two, or approximately one-sixth, reported that more than one kind of diploma was granted. The different enrolment groups seem to be about the same in regard to this question, with the exception of Groups I and IV in which the percentages of schools reporting the existence of more than one kind of diploma are much lower than the average of the group.

The data show that in some schools more than one kind of diploma is granted. The question naturally arises as to the kinds of diplomas most frequently used. Three kinds of diplomas, namely, academic, commercial, and vocational, were listed on the inquiry blank and the principals were asked to check the various kinds of diplomas issued in case the practice of issuing more than one kind was in use in their

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particular schools. A blank space was also provided in which might be written the name of a kind of diploma not listed.

Table X shows the tabulations of the answers received to this question. "General diploma" was written in the blank space frequently enough to warrant its inclusion in the table of the results. Of the fifty-two which reported more than one kind of diploma as being granted, fifty indicated that the academic diploma was one of the kinds issued, forty-four indicated the commercial diploma, twenty indicated the vocational diploma, and twenty-three the general diploma.

TABLE X

Number and Kinds of Diplomas Issued by Schools Which Grant More Than One Type of Diploma

Enrolment Group	Number of Schools	Types of Diplomas				
		Academic	Commercial	Vocational	General	Others
I	2	2	2	1	0	0
II	9	7	6	2	2	3
III	10	10	9	4	7	5
IV	1	1	1	0	0	1
VI	13	13	11	4	6	4
VI	8	8	8	5	5	5
VII	9	9	7	4	3	19
Total	52	50	44	20	23	37

In addition to the four kinds of diplomas most frequently awarded the table shows that a total of thirty-seven others are also granted. Duplication between groups reduces the number to twenty-one distinct types. These include such a wide diversity of specialization as Home Economics, Dramatic Art, Agriculture, Military, and Aeronautics. One metropolitan school offers a total of seventeen different types of diplomas. The secondary schools included in this study offer diplomas of twenty-five different types.

COST OF THE DIPLOMA

During recent years, and especially since the World War, expenditures for education have mounted very rapidly. Although the increasing costs have been distributed among all divisions of the public school system, the outlay for secondary schools has been proportionately larger than in any other part of the school system. One of the many contributing causes has been the rapid increase in enrolment. Increasing costs, however, are being more critically examined and analyzed than ever before, both by the public and by competent school executives.

The diploma is a document on which it might be difficult to place a money value, due to the sentiment surrounding it as a symbol of adolescent achievement. It has its place as a part of the system of rewards of an efficient school system, although it may occupy a relatively unimportant position. There seems to be no valid reason for an

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expenditure that is either excessive or out of keeping with the place that the diploma occupies in the secondary school. In fact, the same principles of efficiency and the desire for maximum returns from school expenditures should be applied to the diploma as are applied to other outlays for school purposes.

For this reason several questions relating to the cost of diplomas were placed on the inquiry blank. Because of the fact that the place of purchase in most cases has a direct bearing on the cost an effort was also made to secure data in regard to this matter.

The principals were asked to report the cost per diploma including the cost of putting on the pupil's name. The results were tabulated and the mean was calculated for each group and for the total of the combined groups. The results are shown in Table XI.

A significant fact brought out clearly in the table is that the average cost of a diploma decreases substantially as the size of the school increases. The mean for Group I is \$1.81, and for Group VII is \$0.62. This represents a decrease of over sixty-five per cent, or a total saving of \$1.19 on each diploma.

The question arises as to why there should be such a great variation between the groups. This can be answered in part by the fact that the smaller schools do not have the advantage of buying in quantities which the larger schools enjoy. Another possible explanation is that the smaller schools might tend toward the use of a diploma that is by its very nature more expensive. It will be seen when the material

TABLE XI
Mean Cost* and Range of Cost of Diplomas in Schools of
Different Enrolment Groups

Enrolment Group	Schools Reporting	Mean Cost	Range of Cost
I	24	\$1.81	\$0.50-\$4.00
II	45	1.09	.15- 2.50
III	51	1.04	.25- 3.00
IV	32	.97	.16- 2.25
V	45	.92	.15- 2.25
VI	28	.77	.06- 2.75
VII	33	.62	.06- 2.00
Total	258	\$1.01	\$0.06-\$5.25

of the diploma is considered that there is a corresponding variation between groups in regard to the material of the diploma, which fact would seem to indicate that the foregoing explanation is entirely plausible.

The range of the cost per diploma was shown in Table XI to be from \$.06 to \$5.25. It has been pointed out in the foregoing paragraph that there are some plausible explanations of the great differences in cost. Nevertheless the fact remains that some schools are paying what seems to be too high a price for diploma service. If the dif-

*This includes the cost of putting on the pupil's name.

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ferences are expressed in dollars they are more easily visualized.

Table V shows that the schools included in this study granted 53,493 diplomas in the school year 1928-29. If these had been purchased at the lowest price reported, six cents, the total cost would have been \$3,209.58 and at the highest price, \$5.25, the total cost would have been \$280,838.25. The difference in cost would have been \$277,628.67, an increase of 8,650 per cent over the lowest cost. Although the illustration represents the extreme cases, it serves to point out that the secondary schools of the country might be able to effect a substantial saving in the matter of expenditures for diplomas through some degree of standardization.

Cost of inscribing the pupil's name. Data pertaining to the cost of putting the pupil's name on the diploma were obtained in a manner similar to that used in obtaining the data on the total cost of the diploma. The means were calculated and the results are shown in Table XII.

TABLE XII
Cost of Inscribing the Name of a Pupil on a Diploma

Enrolment Group	School Reporting	Mean Cost	Range of Cost
I	17	\$0.27	\$0.10-\$0.50
II	27	.29	.10- .95
III	44	.29	.10- 1.00
IV	18	.29	.10- .50
V	36	.28	.10- .50
VI	17	.27	.10- .50
VII	31	.23	.04- .65
Total	190	\$0.28	\$0.04-\$1.00

There is very little variation between the means of the enrolment groups. This is likely due to the fact that in most schools the names are lettered by hand, the cost varying directly with the number of letters in the names. The extremes show great variability, ranging from four cents to one dollar. Low costs may be due to making use of the drawing classes in some schools. The higher cost may possibly be explained by ornate inscription of the pupils' names in keeping with the expensive types of diplomas.

In the group of smallest schools the ratio of the average cost of the diploma to the average cost of inscribing the pupil's name is six to one. As the cost of the diploma decreases the ratio becomes less than two to one in Group VII. Even the slight decrease in the mean of Group VII is an indication that the larger schools are taking advantage of a form of economy that is not being practiced by the smaller schools.

In reply to the question of who bears the cost of the diploma, the answers were so overwhelmingly the same that it was not thought necessary to present the results in the form of a table. Of the two hundred sixty-nine replies to this question all but four indicated that the Board of Education bears the cost. One school in Group V requires

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the pupil to pay for the printing of his name, the Board of Education paying for the diploma. One school in Group IV requires the pupil to pay \$1.50 of the total cost of \$1.70, while the Board of Education pays the remaining \$0.20. One school in Group III requires the pupil to pay \$0.25 of the total cost of \$0.70, the Board of Education paying the remainder. Only one school (in Group III) requires the pupil to bear the entire cost.

Place of purchase. In order to determine the prevailing practices in regard to the place of purchase of the diploma three possible answers to this question were listed on the inquiry blank and each principal was asked to check the place of purchase for his school. A blank space in which could be written a place of purchase other than those listed was also included on the inquiry blank. The results were tabulated and are presented in Table XIII.

The "school print shop" was written in as a place of purchase frequently enough to warrant its inclusion in the table. This was also true of the "engraving company." Whether the school print shop can be considered as a place of purchase is open to question. In all probability in the cases where the diplomas were printed in the school shop no actual purchase took place. What probably happened in these cases was that the Board of Education furnished the materials and the members of the printing class donated the labor.

TABLE XIII
Place of Purchase of Diplomas

Enrolment Group	Place of Purchase					
	Diploma Firm	School Supply Firm	Local Printer	School Print Shop	Engraving Company	No Answer
I	18	8	0	0	0	2
II	24	21	1	0	1	4
III	33	15	4	0	1	2
IV	18	7	1	2	2	5
V	19	11	8	1	1	10
VI	9	4	10	5	2	9
VII	9	3	13	3	2	12
Total	130	69	37	11	9	44

The fact that some of the larger schools use the school print shop to do their printing throws some light on the low cost per diploma for these schools. The labor cost of printing is very often greater than the cost of materials. If the labor cost of printing can be obviated by having pupils do the work the result appears in the form of a lower total cost.

More than half of the two hundred fifty schools answering this question report their purchases from diploma firms. Sixty-nine schools stated they are served by school supply firms. These two groups include 79.6 per cent of the schools reporting, which indicate clearly that the prevailing practice is to make use of the service provided by firms that make a specialty of diplomas.

MECHANICAL ASPECTS OF THE DIPLOMA

The principals were asked to give the length and width of the diplomas in use in their schools. The length was construed to mean the linear measurement from left to right and the width from top to bottom. The unit of measurement indicated on the inquiry blank was the inch. The various sizes reported were grouped by one-inch intervals. If a diploma was reported as being 8-1/16 inches wide and 10-3/8 inches long it was classified as 8 inches by 10 inches. The results are given in Table XIV.

Sixty-six different sizes are listed, ranging from 3 inches by 5 inches to 24 inches by 30 inches. The modal size, 14 inches by 17 inches, is used by only 47 of the schools reporting. Thirty schools favor a

TABLE XIV
Number of Schools Reporting Various Sizes of Diplomas

Size			Size		
Width	Length	Number of Schools	Width	Length	Number of Schools
3"	5"	1	14	16	3
4	6	2	20	16	1
4	7	1	12"	17"	2
5	7	5	13	17	1
5	8	5	14	17	47
6	8	23	16	17	1
8	8	1	12	18	1
11	8	1	13	18	1
6	9	5	14	18	3
7	9	2	16	18	1
8	9	1	14	19	1
6	10	2	15	19	8
7	10	1	16	19	2
8	10	16	14	20	1
9	10	1	15	20	4
10	10	1	16	20	7
15	10	1	16	21	30
7	11	2	17	21	1
8	11	13	18	21	2
8	12	2	22	22	1
9	12	3	12	22	1
10	12	3	15	22	1
10	13	21	16	22	1
10	14	3	17	22	6
11	14	6	19	23	1
8	15	1	15	24	1
10	15	2	16	24	1
11	15	1	17	24	1
12	15	1	18	24	4
13	15	1	19	24	3
10	16	1	20	24	1
12	16	5	20	26	1
13	16	2	22	28	1
			24	30	1

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larger size, 16 inches by 21 inches. A decided tendency toward diplomas of a smaller size is revealed by the fact that over one-fourth of the schools reported sizes of 8 inches by 10 inches or smaller.

Twenty-one schools use a diploma 10 inches by 13 inches, and 8 inches by 10 inches is favored by 16 schools. Each enrolment group considered separately shows a great variation in the size of diploma in use. It is evident from the great number of sizes reported that there is practically no standardization in this matter, the high-school diplomas in use in the United States at the present time being of many and varied sizes.

Material of the diploma. Another mechanical aspect of the diploma that is of considerable importance is the kind of material on which the diploma is printed. On the inquiry blank four materials were listed, the principals being asked to check the kind used in their schools. The results were tabulated and are presented in Table XV.

The small schools in Enrolment Group I use sheepskin more frequently than do the larger schools. Twenty-four per cent of the schools in Group I reported the use of sheepskin while in no other group did the percentage using sheepskin rise higher than 9.3. On the other hand paper was reported by over half of the schools in Group VII. These two facts, namely, that the smaller schools seem to prefer sheepskin for their diplomas and the larger ones paper, throw some light on the difference between the schools in regard to the cost per diploma.

TABLE XV
Number and Percentage of Schools Which Use Various Kinds of
Materials for Diplomas

Enrolment Group	Schools Reporting	Kind of Materials							
		Artificial Parchment		Paper		Japanese Vellum		Sheepskin	
		Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
I	25	11	44.0	6	24.0	2	8.0	6	24.0
II	45	19	42.2	19	42.2	3	6.6	4	8.8
III	54	26	48.1	18	33.3	7	12.9	3	5.5
IV	32	14	43.7	10	31.2	5	15.6	3	9.3
V	48	24	50.0	18	37.5	3	6.2	3	6.2
VI	36	15	41.0	14	38.8	5	13.8	2	5.5
VII	41	15	36.5	22	53.6	1	2.4	3	7.3
Total	281	124	44.1	107	38.0	26	9.2	24	8.5

When the total is considered certain facts about the material used in the diploma stand out clearly. Of the four materials listed, artificial parchment was reported by more schools than any other material, having a percentage of 44.1; paper is next in frequency of usage with a percentage of usage of 38.0; Japanese vellum is next with a percentage of 9.2 and sheepskin is last with a percentage of 8.5.

When the number of diplomas granted by the schools reporting is considered a somewhat different conclusion is reached. Although artificial parchment is used more frequently than any other material,

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56.5 per cent of the schools using this material have enrolments of less than 1,000 pupils. On the other hand slightly over half of the schools granting diplomas of paper have enrolments that exceed 1,000 pupils. This leads to the conclusion that in the school year 1928-29 the schools included in this study issued more diplomas inscribed on paper than on any other material.

Method of inscription. The method of inscribing the diploma was next considered. On the inquiry blank three methods were listed, namely, printing, engraving and lithographing, each principal being requested to check the method used, the replies were tabulated and the results are presented in Table XVI.

Again, as was the case with the materials, Group I lead in the use of the more expensive method of inscription, 40.7 percent of the group reporting the diploma as being engraved. In no other enrolment group does this type of inscription take precedence.

Printed diplomas are most frequently used in Groups III and VI, while lithographing leads in three groups. The largest schools are divided almost equally among the three types of inscriptions. When all the schools are considered lithographing leads with 41.9 per cent. Printing follows with 34.5 per cent, and engraving ranks last with 23.6 per cent.

TABLE XVI
Method Used in Inscribing the Diploma

Enrolment Group	Schools Reporting	Method of Inscription					
		Lithographed		Printed		Engraved	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
I	27	8	29.6	8	29.6	11	40.8
II	49	24	48.9	17	34.7	8	16.4
III	53	23	41.8	24	43.7	8	14.5
IV	34	15	44.1	9	26.5	10	29.4
V	50	23	46.0	12	24.0	15	30.0
VI	39	17	43.6	17	43.6	5	12.8
VII	42	14	33.3	15	35.8	13	30.9
Total	296	124	41.9	102	34.5	70	23.6

Method of inscribing the name of the pupil. All diplomas are made up with a blank space in which can be placed the name of the pupil. There are three general methods of inscribing a pupil's name on the diploma—engrossing, script, and printing. The method of printing may refer to printing done by hand as it would be unlikely that a printing press would be used for the purpose. These three methods were listed on the inquiry blank and the principals were asked to check the one used. The results were tabulated and are presented in Table XVII.

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TABLE XVII

Number and Percentage of Schools Using Each Method in Putting Pupils' Names on Diplomas

Enrolment Group	Schools Reporting	Method of Inscription					
		Engrossed		Printed		Script	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
I	27	17	62.9	8	29.7	2	7.4
II	50	28	56.0	10	20.0	12	24.0
III	54	36	66.7	7	12.9	11	20.4
IV	34	20	58.8	6	17.7	8	23.5
V	49	29	59.2	11	22.4	9	18.4
VI	35	13	37.1	12	34.2	10	28.7
VII	42	25	59.6	11	26.1	6	14.3
Total	291	168	57.7	65	22.4	58	19.9

With one or two exceptions there is very little variation in the different enrolment groups. One of these exceptions is found in Group VI, where the three methods seem about equally popular with 37.1 per cent of the schools reporting engrossing 28.7 per cent script and 34.2 per cent printing. Also Group I has a much lower percentage of schools reporting script, only 7.4 per cent reporting this method, while in the other groups the percentage ranges from 14.3 for Group VII to 28.7 for Group VI.

The totals show that engrossing is the prevailing method in use in over half of the schools with 57.7 per cent reporting this method. Printing is second in frequency with 22.4 per cent and script is last with 19.9 per cent.

WORDING OF THE DIPLOMA

The inscription is, in the last analysis, the most important part of the diploma. It is usually the only certification that the school gives the graduate upon completion of the required course of study. It is often held in high value not alone for reasons of sentiment but also for its possible usefulness when the graduate seeks employment. For the benefit of the prospective employes, as well as that of any one interested in securing the individual's services, the diploma should be so worded as to furnish an accurate indication of the nature of the course completed.

The inscriptions were too long to be analyzed and discussed as single units. As very few have exactly the same wording it was found futile to attempt any frequency distributions of wording for the entire diploma. For convenience in making an analysis the inscriptions were divided into five parts, as follows: the heading, introductory phrase, body, concluding phrase, and the signatures. Table III showed the distribution of the diplomas and transcripts in the enrolment groups. The inscription of every diploma was studied and each of its parts classified.

Heading of the diploma. Practice in regard to the headings of secondary-school diplomas seems to be uniform. On each of the 229

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diplomas and transcripts the name of the school occupies the position of prominence at the top of the document. The lettering is usually bold and large, and frequently more ornate than any other part of the diploma. The diplomas of larger sizes have a greater tendency toward decorative forms of typography.

Accompanying the school heading there is usually a cut of some kind. A picture of the school building, or some detail such as the entrance, is frequently used. State seals and symbolic designs are also frequently used.

A note of simplicity is introduced by the schools which use the diplomas of small size. The limitations of space are overcome by the use of lettering of a much smaller size, the elimination of unnecessary ornamentation, and the adoption of a simpler form for the body of the inscription.

The introductory phrase. The diploma is a formal document and tends to use somewhat stereotyped phraseology. Certain introductory phrases were found to occur so frequently that frequency tabulations were possible. These are presented in Table XVIII.

TABLE XVIII
Number and Percentages of Various Introductory Phrases Used
on Diplomas

Introductory Phrase	Number	Per Cent
This is to certify that	162	70.7
No introductory phrase	22	9.6
This Diploma is awarded to	14	6.1
Be it known that	11	4.8
This Diploma certifies that	7	3.1
To all to whom these presents may come Greetings	6	2.6
Miscellaneous phrases	7	3.1
Total	229	100.0

The table shows the decided preponderance of the introductory phrase, "This is to certify that." Seventy per cent of the diplomas use this form. Following the introductory phrase the name of the pupil is inscribed by one of the methods presented in Table XVII. No introductory phrase is used on 9.6 per cent of the documents, the name of the pupil being followed directly by the body of the inscription. All other introductory phrases combined are included in the remaining 19.8 per cent of the diplomas.

Body of the diploma. The wording of the body of the diploma lends itself less easily to statistical treatment. In general, however, the introductory phrase which was shown in Table XVIII to be most frequent is followed by statements which are fundamentally the same, differing only in minor details. The phraseology most frequently used in the body is, "_____ having completed the Course of Study prescribed by the Board of Education is hereby awarded this diploma." A similar form used by a smaller number of schools leaves a blank

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space in which is written the name of the course of study which the graduate has completed.

The most significant deviation from the phraseology given in the foregoing paragraph is shown by only ten per cent of the forms. This type of inscription reads, "_____ has completed in a satisfactory manner the Course of Study prescribed by the Board of Education and by intellectual attainments and correct deportment is entitled to receive this diploma."

Concluding phrase. The formal style is continued in the concluding phrases of the inscriptions. Certain similar phrases were used with such frequency that they could easily be presented in tabular form. Table XIX which presents the data, shows that two phrases are used with about the same frequency and together include over 80 per cent of the inscriptions.

TABLE XIX
Number and Percentage of Various Concluding Phrases Used on Diplomas

Concluding Phrase	Number	Per Cent
Given at _____, _____, this day of _____, 19_____.	94	41.1
In witness whereof, we set our hand and seal this day of _____ A.D. 19_____.	93	40.6
Given by authority of the Board of Education of _____, _____, this _____ day of _____, 19_____.	30	13.1
Awarded at _____ High School this _____ day of _____, 19_____.	6	2.6
No concluding phrase.	6	2.6
Total.	229	100.0

Signatures appearing on the diplomas. Practical limitations such as space on the diploma and the amount of time required tend to limit the number of signatures which appear on the diploma. While sentiment might suggest a larger number, efficient school administration will doubtless eliminate the unnecessary and costly practice of having a large number of signatories.

Space was provided on the inquiry blank and the principals were asked to report the number of signatures appearing on diplomas. Table XX shows the resulting tabulations.

The number of signatures reported ranges from two to eleven, with a median of four. Only in the schools in Group I does the median differ from that of the combined groups. Table XX shows conclusively that most of the schools reporting make provisions for only four signatures on the diploma, as over 60 per cent conform to this practice. Most of the schools which vary from the median provide for only two or three signatures.

In addition to the number of persons, tabulations were also made

*The phrase "awarded at" was included in this tabulation.

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of the titles of the school officers who sign the diplomas. The following officials were listed on the inquiry blank: President of the Board of Education, Secretary of the Board of Education, Superintendent, and Principal. The phrase "all members of the Board of Education" was also included in the list. The principals were asked to check each item applicable to the diplomas issued by their schools. Table XXI presents the results of the tabulations.

TABLE XX
Number of Signatures Appearing on Diplomas

Enrolment Group	Number of Diplomas Carrying Various Number of Signatures								
	2	3	4	5	6	7	8	9-11	Median
I	4	10	9	3					3
II	2	10	33	3	1	1			4
III	1	12	35	1	1		1	1	4
IV		9	21	1	1		1		4
V	1	15	28	3		1	1		4
VI	1	7	27	1		2			4
VII	2	10	26	2	1				4
Total	11	73	179	14	4	4	3	1	4

In over 92 per cent of the schools in each of the enrolment groups the principal signs the diploma. In only ten of the three hundred schools reporting is his signature omitted. Group VII shows the only case of one officer—the President of the Board of Education—signing the diploma in each school in the group. He ranks second in the entire group, signing the document in 90.6 per cent of the total number of schools. The superintendent and Secretary of the Board of Education are the other officers whose signatures usually appear. All the members of the Board of Education sign with less frequency in the larger schools than in the smaller ones.

TABLE XXI
Percentages of Various School Officers Whose Signatures Appear on the Diploma

Enrolment Group	School Officer				
	Principal	President of Board of Education	Superintendent	Secretary of Board of Education	All Members of Board of Education
I	92.8	75.0	57.1	60.7	17.8
II	98.0	88.2	76.4	80.3	9.8
III	98.1	92.7	89.0	76.3	9.0
IV	94.2	88.5	85.7	74.3	14.2
V	98.0	92.0	96.0	64.0	8.0
VI	94.8	92.3	94.8	69.2	5.1
VII	97.6	100.0	95.2	59.5	4.7
Total	96.6	90.6	86.3	71.0	9.3

Inclusion of the academic record of the pupil. The diploma offers possibilities of service that have been largely neglected in the past. There has been some agitation toward the practice of utilizing the diploma as a record of the pupil's achievement in school. If two pupils, one ranking at the top of his class and the other at the bottom receive the same kind of diploma there is no recognition made of the difference in the scholastic standing of these two pupils. A young man states to a prospective employer that he is a graduate of a certain high school and presents his diploma as evidence. The employer might think of the graduate as being trained in the commercial department while he might actually have pursued an academic or college-preparatory course. The employer might also think of the boy as an excellent student while he may have been a very poor one.

An excellent way to obviate such misunderstandings is to make the diploma complete in that it shows the studies pursued and the marks received in each course. An attempt was made to determine how widespread this practice has become. Accordingly, the principals were asked to report whether or not the diplomas issued by their schools contained such a record. The results were not put in the form of a table as only five answers were in the affirmative.

The small number of schools using this method might be accounted for by the fact that this is a relatively recent innovation. One of the methods used is the placing of a photostatic copy of the pupil's record on the back of the diploma. Another school has a list of all subjects offered in the curriculum printed on the diploma with a space provided so that the pupil's mark can be placed after each subject he has pursued.

Colleges have long demanded a similar record before admitting students. With the increasing emphasis which the business and professional world have placed on graduation from a secondary school a record of this type would render a real service to both the employer and the worthy student.

THE FOLDER TYPE OF DIPLOMA

When one thinks of a commencement the image arises of stacks of rolled diplomas, which are handed out to the graduates with due ceremony. The ceremony remains and perhaps will continue to do so but in many schools a different type of diploma is taking the place of the old familiar form. This new diploma is usually smaller in size than the traditional type and is enclosed in a folder.

By means of a question on the inquiry blank the principals were asked to indicate if the diplomas granted by their schools were of the folder type. The results were tabulated and are presented in Table XXII.

The data show that the folder type of diploma is found more frequently in the small schools than in the large ones. It should be noted that in Group I, fourteen, or one-half of the schools, reported the use of the folder diploma, while in Group VII, only four, or 9.7 per cent, reported its use. Approximately one-fourth of the 300 schools used diplomas of the folder type in 1928-29.

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One of the reasons why the folder type is more prevalent in the smaller schools than in the larger is, perhaps, the fact that it is easier for the smaller schools to make such a change due to less inertia to be overcome. Another reason is that in many cases the larger schools are older and therefore have a tradition with respect to a given type of diploma.

TABLE XXII

Number and Percentage of Schools Using Diploma of the Folder Type

Enrolment Group	Schools Reporting	Schools Using Folder Type	
		Number	Per Cent
I	28	14	50.0
II	49	15	30.6
III	49	17	34.6
IV	32	8	25.0
V	47	12	25.5
VI	37	7	18.9
VII	41	4	9.7
Total	283	77	27.2

The question arises, will the use of this type of diploma become general? The data show that of the total of 283 schools reporting on this question 77, or slightly over one-fourth, already use it. The data in Table XXII show that 30 per cent of the small schools in Group I to III use the folder type of diplomas, while only 20 per cent of the schools in Group IV to VII use that type of diploma. If the assumption could be made that changes of this sort have their inception in the smaller schools and gradually spread into the larger ones the statement could be made that there is a distinct trend toward the use of the folder type of diploma.

Size of the folder diploma. The principals were asked to state the length and width of the folder diploma in case such was in use in their schools. The length was construed to mean the linear measurement in inches from left to right and the width from top to bottom with the diploma unfolded. The various sizes reported were grouped by half inch intervals and the results are presented in Table XXIII.

Twenty-eight different sizes are listed, ranging from 4 inches by 6 inches to 7 inches by 18 inches. The median size for all the schools reporting was 8 inches by 10-1/2 inches. The greatest number reporting any one size was fourteen, the size in this case being 6 inches by 8 inches. It is evident from the great number of sizes reported that there is relatively no more standardization in size with the folder diploma than with the older scroll type.

Cover of the folder diploma. The folder type of diploma of necessity requires a covering and an effort was made to ascertain the kinds of materials used for this covering. On the inquiry blank three materials were listed, namely, leather, imitation leather, and paper, and the principals were asked to check the kind used. The results were tabulated and are given in Table XXIV.

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TABLE XXIII
Number of Schools Which Use Various Sizes of Folder Diplomas

Dimensions in Inches		Number of Schools
Width	Length	
4	6	1
5	8	1
5½	8	3
6	8	14
6½	8½	2
8	8½	1
11	8½	1
6	9	1
7	9	1
8	9	1
7	10	1
8	10	3
9	10	1
10	10	1
8	10½	11
8½	10½	1
8	11	3
8½	11	7
8	12	2
8½	12	2
9½	12	1
10½	12	1
10	12½	1
10½	13	2
10½	13½	6
11	13½	1
8	15	1
7	18	1
Total		72

TABLE XXIV
Number of Schools Using Each Material for the Cover of the Diploma

Enrolment Group	Schools Reporting	Kinds of Materials		
		Leather	Imitation Leather	Paper
I	14	11	3	0
II	15	11	4	0
III	17	12	2	3
IV	8	7	1	0
V	12	8	4	0
VI	7	6	1	0
VII	4	4	0	0
Total	77	59	15	3

Leather is undoubtedly the most popular material for a cover as fifty-nine out of a total of seventy-seven reported its use. Certain practical features of the folder type of diploma will doubtless have an influence in determining the extent of its use. Two of these are its compactness, making it easier to handle, and the protection which is offered by the cover itself. The foregoing table shows that over three-

fourths of the schools reporting have selected leather as the material of the cover. Although this covering is more attractive and durable than either paper or imitation leather it has the distinct disadvantage of increasing the cost considerably.

SUMMARY AND CONCLUSION

The secondary schools from which data were gathered are widely distributed over the United States, being located in 45 states and the District of Columbia. The accrediting agencies in which the schools have membership include such outstanding regional organizations as the North Central Association of Secondary Schools and Colleges and the Southern Association, as well as state universities and departments of education. It therefore seems a warranted conclusion that the practices disclosed by the data presented are representative of those of the best secondary schools in the United States.

More than 94 per cent of the schools from which data were secured report that a standard form of diploma is adopted for a period of years. This indicates that some thought has been given to the problems involved in diploma selection, and that standardization is considered a desirable practice. The fact that the diploma has been standard for an average period of ten years furnishes additional evidence of satisfaction resulting from the use of the same form of diploma over a relatively long period of time.

The data gathered show that secondary schools with smaller enrolments have used the same form of diploma for shorter periods of time than have the schools with larger numbers of pupils. The average period of continuous use in the schools enrolling over 2,000 pupils is more than twice that of the schools enrolling fewer than 250 pupils. This would seem to indicate that practices connected with the diploma are more permanent in larger schools. Although greater stability has many desirable features, it tends to delay the displacement of existing practices by newer ones which have more desirable features.

Evidence was presented which shows that different diplomas are awarded upon completion of varying courses of study in many schools. Although only seventeen per cent of the principals reported this practice, a number of others use a form which has a blank space into which is written the name of the curriculum pursued. The differentiation between the curriculums of the modern secondary school is reflected in the types of diplomas conferred. The evolving curriculum of the past two decades has created the need for new diploma forms which are descriptive of the course of study pursued. One of the metropolitan high schools reported seventeen forms of diplomas, and in all twenty-five distinct types were shown to be in use. The data presented show that some of the schools are meeting the new curriculum situation by corresponding changes in diplomas, but that the majority of secondary schools have not yet made adjustments in diplomas to meet the existing conditions.

The cost of secondary-school diplomas varies greatly. In schools enrolling less than 250 pupils the average cost is \$1.81 while in schools of over 2,000 enrolment the average cost is only \$0.62. In each of the intervening enrolment groups the cost per diploma decreases as the size

of the school increases. If other factors than numbers were excluded the unit cost would decrease with the increasing number of diplomas under the operation of economic laws. However, the fact that the cost decreases more than 65 per cent would seem to indicate that additional factors than numbers alone are responsible for part of the decrease. This contention is borne out by data which show that schools in the group having the smallest enrolment lead all others in the use of sheepskin diploma and engraving, items which contribute more than any others to the increased cost.

Two additional factors which have some relation to the cost of the diploma are disclosed in an analysis of the data. Several schools enrolling over 750 pupils make use of the school printing department for inscribing the documents. This practice seems to be justified by the practical nature of the experience given pupils in the printing department as well as by considerations of economy. A slight additional advantage in price may be secured by the schools which have a longer period of standardization, during which time the additional cost of a new plate is obviated.

Evidence presented about the size of diplomas shows an extremely wide variation in practices. Forty-seven schools, or slightly less than sixteen per cent of those included in the study, use diplomas of approximately the same size, 14 inches by 17 inches. Below this modal group the sizes range from 3 inches by 5 inches to 24 inches by 30 inches. Measured in terms of the area, the largest diploma is forty-eight times as large as the smallest and three times as large as the modal size. These wide variations in size would seem to indicate the lack of well defined conception of the part of school administrators of the use to which the document is to be put by the graduate. If the diploma itself is to be used by the possessor considerations of convenience would seem to indicate that the extremely large sizes should be avoided. The elements of good taste and changing styles of typography are also to be considered. The practices at the present time indicate that too great extremes of size, boldness of type, and profusion of decoration should be avoided.

Two kinds of material, artificial parchment and paper, are used with about the same frequency for secondary-school diplomas. Japanese vellum and sheepskin are together used in only 17.7 per cent of the schools reporting. These facts show that the practice of most of the schools is to use the material which is not the most expensive. The method of inscription shows the same tendency, lithographing and printing being used in more than three-fourths of the schools reporting. The use of less expensive methods and practices, when they do not decrease the value of the service rendered, is to be commended.

Division of the inscription of the diplomas into convenient parts makes an analysis of the text matter possible. This analysis discloses the uniform practice of putting the name of the secondary school in bold type at the top of the diploma. This is customary in practically all documents and standard forms, the chief variation being in the size of type used. Centered under the name of the school a cut is nearly always used to add decorative effect. Most frequently the picture is that of the school building or one of its details, an item which is easily justified by reasons of sentiment. The introductory phrases and body of the text

matter show a high degree of uniformity when the meaning of the content, rather than the exact wording, is considered. This appears to be justified by the very nature of the documents, as they certify to school training which in most cases is practically equivalent. The concluding phrases are about equally divided between two forms, which include over 80 per cent of the cases.

The controlling factors in the phraseology of the inscription should be good diction, simplicity of style, and accuracy of text matter. These factors indicate that most of the secondary-schools diplomas would profit by a revision of the inscriptions, eliminating some of the verbiage. In this connection consideration should be given to the inclusion of specific information about the nature of the course pursued and the degree of success exhibited by the graduate. Although only five of the schools included in the study now make use of such a practice it is nevertheless worthy of careful study and evaluation. Whether such information would be most appropriately placed on the front or reverse side of the diploma would have to be determined by objective means after a number of schools had followed each one of the practices.

Slightly over one-fourth of the secondary schools report the use of the folder type of diploma. This discloses that one of the few innovations in diploma practices has already been adopted by a considerable number of schools. The fact that the document is inclosed in a folder tends to make practical limitations on the size that can be conveniently used. This deduction is supported by the data, which show that the size most frequently used is six inches by eight inches.

Note: This report will be considered by the Department of Secondary-School Principals at the next annual meeting of the department in February 1931.

Group Life Insurance

More than 75% of the Active Members of the Department are now carrying life insurance purchased through the Department of Secondary-School Principals.

The Department offers to its members life insurance in its most inexpensive form. The salient features of the plan are:

1. *Low premium.* The premium is in the neighborhood of ten dollars a year a thousand.
2. *No medical examination.*
3. *Total and permanent disability benefits.* If an insured member becomes totally and permanently disabled, his insurance will be paid in a lump sum or in installments.
4. *Conversion privilege.* When an insured member leaves the profession to enter another professional or economic group, he may convert his group policy into any of the policies (except term insurance) customarily issued by the insurance company for the same amount at the current rates of the attained age.
5. *Age limit is sixty-five years.*
6. *Individual certificates.* These show rights of insured, amount, and beneficiary.
7. *Current protection.* There are no savings, accumulation, or paid-up features. Insurance is for one year at a time, and is renewable each year, at the option of the insured member.
8. *An insurance company of first rank, the Old Republic Life Insurance Company of Chicago.*

If you desire insurance fill out application blank on page 29.

BRIEF OUTLINE OF PLAN

1. No medical examination necessary if application is made immediately.
2. Active members of the Department of Secondary-School Principals of the National Education Association only are eligible.
3. Amount offered:
\$3,000 for all ages from 21 to 45 (nearest birthday) inclusive.
\$1,500 for all ages from 46 to 65 (nearest birthday) inclusive.
4. Member must be actively engaged in his profession.
(The above amounts only are offered).
5. Covers death from any cause. You name your own beneficiary and have privilege of change.
6. Application must be mailed with check to H. V. Church, Executive Secretary.
7. The Company carrying insurance is the Old Republic Life Insurance Company of Chicago, Illinois, an old line legal reserve life insurance company.

MAKE CHECKS PAYABLE TO

H. V. Church, Executive Secretary,

Superintendent J. Sterling Morton Schools, Cicero, Illinois

SEND YOUR APPLICATION IMMEDIATELY

OLD REPUBLIC LIFE INSURANCE COMPANY CHICAGO, ILLINOIS

I hereby apply to the OLD REPUBLIC LIFE INSURANCE COMPANY for insurance on my life under the terms and provisions of a group policy issued to the Department of Secondary School Principals of the National Education Association.

Full Name (Print).....Amount of Insurance

Place of birth.....Date of birth.....Mo. Day Year.....Age nearest birthday.....Race.....

Occupation (give duties in detail).....Are you at this time actively employed?.....

Date of employment.....Are you now in good health and free from all symptoms or complaints?.....

.....Sex.....

Do you know of any impairment now existing in your health or physical condition? If so, give full particulars.....

Have you consulted a doctor at any time during the past three years? If so, give full particulars below:

Disease or Injury	Date	Duration		Results	Name and Address of Attending Physician
		Number of Attacks			

How much time have you lost from work through illness during the last three years

Is there now or has there ever been any consumption in your immediate household? If so, who, and when did it occur?.....

Exact height.....feet.....inches. Exact weight.....pounds. How much has your weight changed in the past year?.....

Name of beneficiaryRelationship

Dated

Form L-48

(Witness)

(Signature of Member)

Detroit

*will be the meeting place of the
Department of Superintendence*

February 22-26, 1931

Hotel Tuller Will Be Our Headquarters

Attention Members

*Fill out blanks below for 1930 directory. Mail at once to
H. V. Church, 3129 Wenonah, Berwyn, Illinois*

NAME (print) _____
Last First Second

DEGREES	YEAR	INSTITUTION
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PRESENT POSITION _____

INSTITUTION _____

MAILING ADDRESS _____

YEAR YOU CAME TO PRESENT POSITION _____

DIPLOMA PRACTICES IN SECONDARY SCHOOLS

Amendment proposed as substitute for Article V of the constitution. This amendment will be voted upon at the February meeting, 1931.

ARTICLE V

Section. 1. The president shall, in advance of the annual meeting, ask each of the state associations of the Department of Secondary-School Principals to name a representative who shall then be appointed by the president as a member of the nominating committee.

Section 2. The nominating committee so constituted shall meet at the annual meeting, elect a chairman, and prepare a list of candidates for the several offices.

Section 3. Eighteen members shall constitute a quorum with not less than three from each of the following regional associations of colleges and secondary schools: New England Association of Colleges and Secondary Schools, the Association of Colleges and Secondary Schools of the Middle States and Maryland, the Association of Colleges and Secondary Schools of the Southern States, the North Central Association of Colleges and Secondary Schools, the Northwest Association of Secondary and Higher Schools, and the Western Association of Colleges and Secondary Schools. Any lack in the representation herein provided shall be filled by nomination from the floor.

Section 4. The executive secretary shall be appointed by the executive committee.

Section 5. The president shall appoint, subject to the approval of the executive committee, two members who shall with the executive secretary constitute a board of finance who shall act in the capacity of trustees, have custody of the funds of the Department, have same properly audited and submit annually a report to the Department.

